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ABSTRACT

The philosophy, goals, and objectives of the K-12 library/media curriculum for the public schools of Birmingham, Michigan, are presented in this curriculum guide. The program philosophy stresses the importance of a combination of resources to generate a purposeful, effective learning environment for students, and points out that the media program is designed to support, promote, and integrate with the schools' curriculums. Emphasizing literary appreciation, research skills development, and computer literacy as essential areas in the media curriculum, the program goals state that by the end of 12th grade, the student will be able to: (1) value, use, and enjoy a variety of reading and literary materials for personal information, pleasure, and classroom assignments; (2) demonstrate self-sufficiency in the school library/media center, functioning independently in his/her search for information and resources; and (3) exhibit an understanding of basic computer operations, applications, and social implications of computer use in daily life. The curriculum is divided into grades K-5, 6-8, and 9-12, and specific student objectives to meet the program goals are taught in a grade level sequence. Sequence charts are provided for media specialists with suggestions as to when to introduce, concentrate on, or review a skill. (CGD)

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LIBRARY/MEDIA CURRICULUM GUIDE

U.S. DEPARTMENT OF EDUCATION
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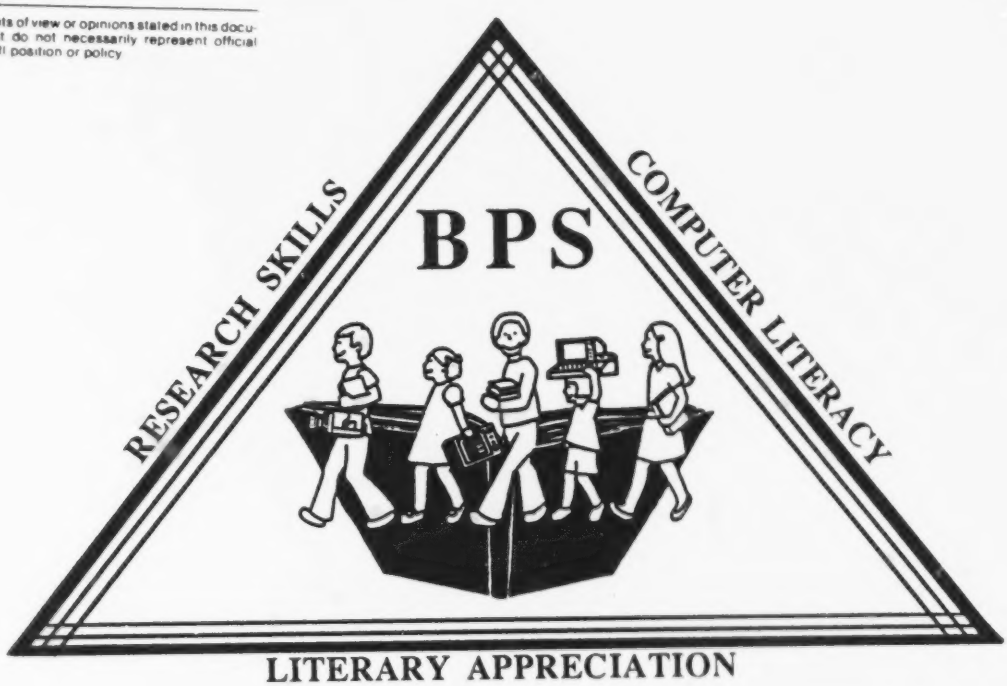

BIRMINGHAM PUBLIC SCHOOLS
550 West Merril Street
Birmingham, Michigan 48009

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PREFACE

A dynamic, evolving curriculum working in concert with proactive service is the core of successful school media programs. Even before the school district established a required six year review cycle, the media staff had completed and revised their curriculum twice in an eight year period. These efforts reflect their sensitivity to technological change and concern for their students.

Separate computer awareness units, which were developed and piloted during 1982-85, have been merged with the previous research skills curriculum. New emphasis is also given to literary appreciation in this curriculum revision as a necessary component for a well-rounded citizen of the future. These three essential areas . . . computer awareness, research skills, literary appreciation form the "media curriculum triangle", in itself a symbol for change!

This guide is only a skeleton . . . the philosophy, goals and objectives of a comprehensive curriculum approach to skills students need for the 21st century. Two other documents, a teaching manual and activities handbook, are used to support the concepts set forth here.

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PHILOSOPHY of the
BIRMINGHAM SCHOOLS MEDIA PROGRAM

Media Services are designed to assist learners in their ability to find, evaluate, generate and apply information that helps them to function effectively as individuals and to participate fully in society. The student acquires skills in reading, observing, listening and communicating ideas through a sequential series of library/media curriculum goals and objectives. This instruction, whenever possible, is integrated into the school curriculum, rather than taught in isolation. The Media Center also provides experiences which help learners to develop a spirit of inquiry, creativity, greater self-motivation and capacity for self-evaluation.

Our media program exists to support and promote the goals and objectives formulated by the school and district. The program is a combination of people, facilities, materials, machines and processes. The emphasis on and combination of these resources depend upon the needs of the instructional program, whether at the building or district level. "The more purposeful and effective the mix, and the more sensitively it responds to the curriculum and the learning environment. . . the better the media program."*

The Information Age has brought new roles and responsibilities to our district and school media programs. In addition to teaching basic computer skills, the school media program facilitates the use of microcomputers and software in all curricular areas. The district program provides the necessary leadership, training, coordination and hardware/software support services to achieve this goal. The district program also supports cable communications, especially programming for the local educational access channel.

As society moves unequivocally into high technology, the media program will strive to inspire enjoyment of literature, as well as to develop higher-level thinking skills. These abilities, along with research and communications skills, will best equip our students for the 21st century.

*AASL-AECT "Media Programs: District & School." ALA 1975.

PROGRAM GOALS

LITERARY APPRECIATION

By the end of the twelfth grade, the student will value, use and enjoy a variety of reading and literary materials for personal information, pleasure, and classroom assignments.

SKILLS DEVELOPMENT

By the end of the twelfth grade, the student will demonstrate self-sufficiency in the school library/media center, functioning independently in his/her search for information and resources.

COMPUTER LITERACY

By the end of the twelfth grade, the student will exhibit an understanding of basic computer operations, applications and social implications of computer use in daily life.

GOALS	OBJECTIVES
ORIENTATION AND LOCATION: THE STUDENT WILL DEMONSTRATE A WORKING KNOWLEDGE OF THE LIBRARY MEDIA CENTER'S ORGANIZATION AND PROCEDURES REQUIRED TO USE THE CENTER AND ITS COLLECTIONS.	• Practice correct procedures for borrowing materials from the media center • Exhibit appropriate behavior in the media center • Identify the media specialist as the most important resource in the media center • Locate the book, record, tape and filmstrip collections • Identify types of media by the symbols used in the media center • Locate the following collections: Fiction Non-fiction Biography Reference Vertical file Transparencies Media kits Periodicals
MEDIA TERMS: THE STUDENT WILL UNDERSTAND THE TERMS USED TO DEFINE AND DESCRIBE BOTH PRINT AND NONPRINT MATERIALS IN THE LIBRARY MEDIA CENTER.	• Define author, title and illustrator • Identify the parts of a book: Spine Call number Cover Title page Date-due card/slip Book pocket Book card • Identify the contents of a book: Index Table of contents Glossary List of illustrations Bibliography Copyright date Publisher Place of publication

- Name the five types of nonprint material found in the media center:
  - Filmstrips
  - Records
  - Tapes
  - Kits
  - Diskettes
- Use appropriate terminology pertaining to computers

CLASSIFICATION AND CARD CATALOG:
THE STUDENT WILL BE FAMILIAR WITH CLASSIFICATION SYSTEMS AND USE THE CARD CATALOG TO SELECT AND LOCATE MATERIALS APPROPRIATE TO PERSONAL NEEDS AND CLASSROOM ASSIGNMENTS.

- Describe the directional flow of shelved materials
- Demonstrate the method by which fiction is arranged
- Demonstrate the method by which biography is arranged
- Demonstrate the method by which non-fiction is arranged
- Demonstrate the method by which easy fiction and easy non-fiction are arranged
- Associate the letter "F" and the author's last name with the call number of a fiction book
- Associate the letter "B" and the subject's last name with the call number of a biography
- Associate numerals with the call number of a non-fiction book
- Associate numerals and the author's last name with the call number of a non-fiction book
- Indicate that all library collections have a definite organizational pattern and identify the classification system for non-,fiction
- Alphabetize words to the second letter
- Describe the function of the card catalog
- Specify the arrangement of the card catalog
- Use the outside guides of the card catalog
- Use the inside guides of the card catalog

- Identify and differentiate between the three types of catalog cards:
  - Author
  - Subject
  - Title

- Identify the features of a catalog card:
  - Author
  - Title
  - Illustrator
  - Publisher
  - Copyright date
  - Number of pages
  - Annotation
  - Call number
  - Special features

- Find a given item in the card catalog

- Use cross-reference cards in the card catalog

- Apply basic filing rules

REFERENCE: THE STUDENT WILL DEVELOP REFERENCE SKILLS NEEDED FOR SUCCESSFUL COMPLETION OF CLASSROOM ASSIGNMENTS AND FOR SPECIAL RESEARCH.

- Find information about a given subject in the encyclopedia by choosing the correct volume

- Use the index of an encyclopedia to locate information about a specified topic

- Locate information in an encyclopedia through the use of cross-references

- Use subheadings in an encyclopedia to locate specified information

- Demonstrate the ability to find a specific subject in a given book by using the index of that book

OPERATION OF EQUIPMENT: THE STUDENT WILL SELECT AND USE EQUIPMENT COMPATIBLE WITH THE NONPRINT MATERIAL BEING USED.

- Learn to operate the equipment appropriate to the medium:
  - Record player with headset
  - Cassette recorder
  - Filmstrip viewer
  - Overhead projector
  - Opaque projector
  - Computer

PRODUCTION: THE INTERESTED STUDENT WILL HAVE THE OPPORTUNITY TO DESIGN AND/OR PRODUCE A VARIETY OF MEDIA.

- Have access to facilities and/or instruction to participate in the preparation of an origina,l media production:
  - Audio cassette tape
  - Overhead transparency
  - Filmstrip
  - Slides

COMPUTER LITERACY: THE STUDENT WILL BECOME AWARE OF THE TECHNICAL AND SOCIAL IMPLICATIONS OF COMPUTER TECHNOLOGY.

- Become aware of the impact of computers in our daily lives, in our community, and in society
- Appreciate the capabilities and limitations of a computer

READING AND LITERARY APPRECIATION: THE STUDENT WILL VALUE, USE AND ENJOY A VARIETY OF LITERARY AND READING MATERIALS FOR PERSONAL INFORMATION, PLEASURE AND CLASSROOM ASSIGNMENTS.

- Develop an appreciation of a variety of literary genres and subjects
  - Folklore
  - Nursery rhymes
  - Poetry
  - Biography
  - Mysteries
  - Animal stories
  - Adventure
  - Fiction
  - Nonfiction
- Demonstrate an interest in reading for pleasure
- Recognize outstanding authors and titles
- Demonstrate the concept of authorship by writing and illustrating an original story

GOALS	OBJECTIVES
ORIENTATION AND LOCATION: THE STUDENT WILL DEMONSTRATE A WORKING KNOWLEDGE OF THE LIBRARY MEDIA CENTER'S ORGANIZATION AND PROCEDURES REQUIRED TO USE THE CENTER AND ITS COLLECTION.	• Practice correct procedures for retrieval and circulation of book and nonbook materials • Exhibit appropriate behavior in the library media center: Observe rules for quiet areas Respect rights of others Follow directions and guidance given by staff Use materials and services fairly and equitably •Identify media specialist as a major resource • Practice policies for group and individual use of the computer area • Know physical arrangement of the library media center and locate its various collections Fiction Non-fiction Reference Vertical file Periodicals Audiovisuals Computer software Microforms
MEDIA TERMS: THE STUDENT WILL UNDERSTAND THE TERMS USED TO DEFINE AND DESCRIBE BOTH PRINT AND NONPRINT MATERIALS IN THE LIBRARY MEDIA CENTER.	• Use appropriate terminology pertaining to Video Computers Instructional television Microforms
CLASSIFICATION AND CARD CATALOG: THE STUDENT WILL BE FAMILIAR WITH CLASSIFICATION SYSTEMS AND USE THE CARD CATALOG TO SELECT AND LOCATE MATERIALS APPROPRIATE TO PERSONAL NEEDS AND ASSIGNMENTS.	• Continue to develop competency in using the card catalog: Differentiate between author, title and subject cards Identify call numbers and types of programs Trace See and See Also references Apply basic filing rules

- Analyze elements of a catalog card:
  - Author
  - Title
  - Illustrator
  - Publisher
  - Copyright date
  - Collation
  - Annotation

REFERENCE: THE STUDENT WILL DEVELOP REFERENCE SKILLS NEEDED FOR SUCCESSFUL COMPLETION OF CLASSROOM ASSIGNMENTS AND SPECIAL RESEARCH.

- Recognize purpose of reference tools:
  - Almanacs
  - Atlases
  - Periodical indexes
  - Vertical file
  - Career indexes
  - Indexes
  - Biographical sources
- Select appropriate reference tools given specific research problems
- Locate and check out a specified subject from the vertical file
- Locate information on designated persons from both current and retrospective biographies
- Use index of a reference book(s) to locate a specific piece of information (fact, statistic, quotation, etc.)
- Compile a research problem requiring a minimum of four different reference sources on one subject

OPERATION OF EQUIPMENT: THE STUDENT WILL SELECT AND USE EQUIPMENT COM-PATIBLE WITH THE NONPRINT MATERIAL BEING USED.

- Learn to operate equipment appropriate to the medium:
  - Computers
  - Microreaders
  - Record players
  - Cassette players
  - Sound filmstrip viewers
  - Video recorder/players
  - Cable TV

PRODUCTION: THE STUDENT WILL HAVE THE OPPORTUNITY TO DESIGN AND/OR PRODUCE A VARIETY OF FORMATS TO PRESENT INFORMATION.

- Have access to facilities and/or instruction to participate in the preparation of an original media production:
  - Slide/tape
  - Video tape
  - Overhead series
- Have access, if interested, to equipment, programs and instruction in word processing and computer programming

COMPUTER LITERACY: THE STUDENT WILL BECOME AWARE OF THE TECHNICAL AND SOCIAL IMPLICATIONS OF COMPUTER TECHNOLOGY.

- Acquire knowledge of the potential of word processing
- Develop awareness of the capabilities of database systems
- Analyze the implications of computer ethics:
  - Computer crime
  - Invasion of privacy
  - Copyrighted materials
  - Data security violations
- Investigate the role and impact of the computer in present and future society

READING AND LITERARY APPRECIATION: THE STUDENT WILL VALUE, USE AND ENJOY A VARIETY OF READING AND LITERARY MATERIALS FOR PERSONAL INFORMATION, PLEASURE AND CLASSROOM ASSIGNMENTS.

- Select individual works and authors
- Choose material from a varied selection of subject matter and literary genres
  - Biography
  - Science fiction
  - Mystery
  - Historical fiction
  - Poetry
  - Sports
  - Fantasy
  - Non-fiction
- Read widely and discriminately, award-winning titles, classics and literature of quality
- Select books for reading pleasure

GOALS	OBJECTIVES
ORIENTATION AND LOCATION: THE STUDENT WILL DEMONSTRATE A WORKING KNOWLEDGE OF THE LIBRARY MEDIA CENTER'S ORGANIZATION AND OF PROCEDURES REQUIRED TO USE THE CENTER AND ITS COLLECTION.	• Practice procedures for retrieval and circulation of book and nonbook materials • Exhibit appropriate behavior in the library media center: Observe rules for quiet areas Respect rights of others Follow directions and guidance given by staff Use materials and services fairly and equitably • Identify media specialist as major resource • Practice policies for group and individual use of the computer area • Know physical arrangement of the library media center and locate its various collections: Fiction Non-fiction Reference Vertical file Periodicals Audiovisuals Computer software Microforms Indexes SIRS Production area College catalogs Career information
MEDIA TERMS: THE STUDENT WILL UNDERSTAND THE TERMS USED TO DEFINE AND DESCRIBE BOTH PRINT AND NONPRINT MATERIALS IN THE MEDIA CENTER.	• Use appropriate terminology pertaining to: Microforms Specialized reference materials Research and documentation Online data searching
CLASSIFICATION AND CARD CATALOG: THE STUDENT WILL USE THE CLASSIFICATION SYSTEM AND CARD CATALOG TO SELECT AND LOCATE MATERIALS APPROPRIATE TO HIS/HER PERSONAL NEEDS AND ASSIGNMENTS.	• Re-examine his/her ability to utilize effectively the card catalog: • Analyze all elements of a catalog card • Locate vertical file subjects in card catalog

- Identify and locate different kinds of media from a card catalog entry
- Use card catalog to compile bibliographies and locate sources for research assignments

REFERENCE: THE STUDENT WILL DEVELOP REFERENCE SKILLS NEEDED FOR SUCCESSFUL COMPLETION OF CLASSROOM ASSIGNMENTS AND SPECIAL RESEARCH.

- Recognize purpose of and be able to locate information in reference books relating to special subject areas:
  - Handbooks
  - Government publications
  - News sources
  - Dictionaries
  - Special encyclopedias
- Use Readers' Guide to Periodical Literature to locate articles on a research problem and locate the periodicals either in his/her library, or through The Oakland County Union List of Serials
- Use specialized indexes
- Locate information on designated persons from both current and retrospective biographies
- Complete a research assignment requiring at least five different reference sources on one subject, correctly documented according to a prescribed style sheet
- Select appropriate reference tools to locate information for a specific research problem integrated into a subject area
- Participate in an online data search on a research topic of the student's and/or class's choice.

OPERATION OF EQUIPMENT: THE STUDENT WILL SELECT AND USE EQUIPMENT COMPATIBLE WITH THE NONPRINT MATERIAL BEING USED.

- Use the microfiche reader or reader/printer or the microfilm reader to retrieve information for a research problem from the appropriate microform

PRODUCTION: THE STUDENT WILL HAVE THE OPPORTUNITY TO DESIGN AND/OR PRODUCE A VARIETY OF FORMATS.

- Have access to facilities and/or instruction to participate in the preparation of an original media production
  - Slide/tape
  - Video tape
  - Overhead series

- Have access, if interested, to equipment, programs, and instruction in word processing and computer programming

COMPUTER LITERACY: THE STUDENT WILL BECOME AWARE OF THE TECHNICAL AND SOCIAL IMPLICATIONS OF COMPUTER TECHNOLOGY.

- Acquire knowledge of and skill in word processing if he/she so wishes
- Have access to a wide variety of software to augment subject area content, provide experiences in problem solving and realize potential of the computer for personal and leisure use
- Acquire awareness of the extent and variety of online data bases
- Gain skills in developing the search strategy necessary for online data retrieval
- Review the ethics of copyright

READING AND LITERARY APPRECIATION: THE STUDENT WILL VALUE, USE AND ENJOY A WIDE VARIETY OF READING AND LITERARY MATERIALS FOR PERSONAL INFORMATION, PLEASURE AND CLASS-ROOM ASSIGNMENTS.

- Use bibliographies to choose from literary genres and subject areas, both for pleasure and for classroom assignments
- Read more widely and discriminately works of individual authors, promoted by author visits, book talks, and/or audio visual presentations
- Select books for leisure or free reading from a variety of quality paperback titles of interest to young adults
- Use opportunities to browse through current newspapers and magazines

SEQUENCE CHART

Specific student objectives to meet the program goals of literary appreciation, library/media skills, and computer literacy are taught in a grade level sequence. The sequence index provides an overview and cross-reference between units and levels. Media specialists may use the chart as a recommendation of grade levels at which to introduce, concentrate or review a skill. Roman numerals indicate levels, capital letters the goals and Arabic numbers the specific objective. For example, I.B.1, I = Elementary, B = Media Terms, 1 = Book Terms.

	INTRODUCE				CONCENTRATE				REVIEW			
ORIENTATION & LOCATION	**K-2**	**3-5**	**6-8**	**9-12**	**K-2**	**3-5**	**6-8**	**9-12**	**K-2**	**3-5**	**6-8**	**9-12**
Borrowing Materials	IA1											
Student Behavior	IA2											
Resource Person	IA3										IIA2	IIIA2
Location of Collections	IA4		IIA1								IIA3	IIIA3
Media Symbols						IA5						
Location of Media						IA6						
Computer Center						IA7					IIA5	IIIA5
Circulation Procedures							IIA4				IIIA1	
Retrieval of Media								IIIA4				
MEDIA TERMS												
Book Terms	IB1				IB1							
Parts of a Book						IB2						
Contents of a Book						IB3						
Nonprint Materials						IB4						
Video Terms							IIB1					
Computer Terms						IB5	IIB2					
Microforms								IIIB1				
Research & Documentation							IIIB2					
Online Data Search								IIIB3				
Specialized Reference/Curricular								IIIB4				
CLASSIFICCATION/C. CAT.												
Directional Flow						IC1						
Arranging Fiction						IC2						
Arranging Biography						IC3						
Arranging Non-fiction						IC4						
Easy Books					IC5							
Fiction Books						IC6						
Biography Books						IC7						
Non-fiction Books						IC8						
Non-fiction Call Numbers						IC9						
Classification System						IC10						
Alphabetizing					IC11							
Purpose of Card Catalog						IC12					IIC2	IIIC2
Arrangement of Card Catalog						IC13						
Outside Guides						IC14						
Inside Guides					IC15							
Types of Cards						IC16						
Catalog Cards					IC17							
Locating Cards						IC18						
Cross-reference						IC19						
Filing Rules						IC20						IIIC2
Use of Card Catalog							IIC2					
Elements of Card Catalog							IIC3					IIIC3

SEQUENCE CHART

	INTRODUCE				CONCENTRATE				REVIEW			
REFERENCE	**K-2**	**3-5**	**6-8**	**9-12**	**K-2**	**3-5**	**6-8**	**9-12**	**K-2**	**3-5**	**6-8**	**9-12**
Encyclopedia						ID1						
Encyclopedia Index							ID2					
Cross-reference (Ency.)							ID3	IID1				
Encyclopedia Subheading						ID4						
Book Index							ID5					
Specialized References			IID2					IIID1				
Vertical File			IID3									IIID2
Biographical References			IID4					IIID3				
Specialized References/Curricular			IID5					IIID4				
Reference Index			IID6					IIID5				
Readers' Guide			IID7					IIID6				
Research and Documentation			IID8					IIID7				
Adult Encyclopedias								IIID8				
Online Search							IIID9					
OPERATION OF EQUIPMENT												
Record Player					IE1							
Cassette Recorder						IE2						
Filmstrip Viewer						IE3						
Overhead Projector						IE4						
Opaque Projector						IE5						
Microcomputer	IE6						IIE1					IIE2
Microreader			IIE1					IIIE1				
Cable Television							IIE2					
Video Player/Recorder							IIE3					
PRODUCTION												
Single Media					IF1							
Advanced Media							IIF1					IIIF1
Computer Program							IIF2					IIIF2
COMPUTER LITERACY												
Impact of Computers						IG1						
Capabilities of Computers					IG2							
Word Processing							IIG1					IIIG1
Data Bases			IIG2					IIIG2				
READING & LITERARY APPRE.												
Literary Genres						IH1	IIH1					IIIH1
Reading for Pleasure						IH2	IIH3					IIIH3
Authors and Their Works						IH3	IIH2					IIIH2
Concepts of Authorship						IH4						

MEDIA & TECHNOLOGY 1980-87
Birmingham Public Schools

Planning is an ongoing process which directs change. Each year media specialist and instructional administrators generate and rank priorities on which we focus our energies. These annual objectives have formed and fed long range, strategic goals for the media program. Periodically we must evaluate progress and review that strategic plan. In 1985 the Board of Education developed a Strategic Plan to guide the district into the next decade. They designated Technology as one of the ten issues which will continue to impact schools and instruction. Below is a summary of goals and objectives spanning the last seven years. Annual reports of progress are available.

Lucy E. Ainsley, Ed.D.

∞∞∞∞∞∞∞∞∞∞∞∞∞∞LONG RANGE GOALS 1980-85∞∞∞∞∞∞∞∞∞∞∞∞∞∞

I. **Effectively manage FACILITIES AND RESOURCES, especially as related to school closings and grade level shifts.**

II. **Review and revise the MEDIA CURRICULUM, with attention to growing technological changes.**

III. **Secure EDUCATIONAL CABLE provisions and develop applications which best serve the district.**

IV. **Coordinate the development of INSTRUCTIONAL COMPUTING and an appropriate support system.**

V. **Promote and provide PROFESSIONAL DEVELOPMENT experiences for media specialists and other staff.**

VI. **Assist specialists with innovation solutions to MEDIA MANAGEMENT and staffing problems.**

VII. **Provide on-going support of the K-12 CURRICULUM.**

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1980-81 CONTINUED

3. Complete the Media Program Handbook and determine revisions that are necessary in the Curriculum Guide section for middle schools. (II. MEDIA CURRICULUM)

4 Implement activities designed to create a greater awareness and recognition of media programs at the school and district levels. (VI. MEDIA MANAGEMENT)

5 Manage the closing of 3 school libraries, sale of collections and expenditure of those funds (secondary security systems). (I. FACILITIES & RESOURCES)

6. Actively pursue educational provisions in the local communities' cable franchise agreements. (III. EDUCATIONAL CABLE)

MEDIA PROGRAM OBJECTIVES 1981-82

1. Provide support for middle and four-year high school implementation plans by:
   a. Piloting integrated skill units
   b. Working with teams and individual teachers
   c. Effecting additional materials transfer and/or purchasing
   (I. FACILITIES & RESOURCES, II. MEDIA CURRICULUM, VII. K-12 CURRICULUM)

2. Provide microcomputer inservice opportunities and build a software library for media specialists and others. (IV. INSTRUCTIONAL COMPUTING)

3. Establish a cable TV office and begin development of a cable TV program for Birmingham Schools.....Board Goal. (III. EDUCATIONAL CABLE)

4. Establish and coordinate the operation of microcomputer repair and software duplication services. (IV. INSTRUCTIONAL COMPUTING)

5. Correlate media center materials with a new K-8 reading adoption. (VII. K-12 CURR)

MEDIA PROGRAM OBJECTIVES 1982-83

1. Implement and evaluate 4th and 6th grade CLAS units. (IV. INSTR. COMPUTING)

2. Establish a district software catalog (IV-INSTR. COMPUTING)

3. Compile a district-wide software catalog (IV-INSTR. COMPUTING)

4. Recommend solutions to K-8 AV cataloging backlog (IV-MEDIA MANAGEMENT)

5. Investigate automated K-12 cataloging/indexing/retrieval (IV-MEDIA MGMT.)

6. Build a video tape library for Channel 21 from outside sources (III-ED. CABLE)

MEDIA PROGRAM OBJECTIVES 1983-84

1. Revise the media program philosophy and specialist's job description to reflect changing roles. (IV-PROF. DEVELOPMENT)

2. Examine the media skills curriculum in light of new grades, computer and cable/video technologies. (II-MEDIA CURRICULUM)

3. Facilitate use of computers in all curriculum areas, including on-line information retrieval. (IV-INSTR. COMPUTING; VII-K-12 CURRIC.)

4. Refine cable programming operations, involving staff, students and parents in production activities. (III-ED. CABLE)

5. Explore applications/utilization of the institutional cable loop for inservice, instruction, data transmission etc. (III-ED. CABLE)

MEDIA PROGRAM OBJECTIVES 1984-85

1. Provide professional development experiences to assist media specialists in merging traditional roles with new responsibilities. (V-PROF. DEVELOPMENT; VI-MEDIA MGMT.)

2. Revise the media skills curriculum, with careful attention to balance between reading, research and technology. (II-MEDIA CURRIC.)

3. Emphasize the role and need for literary appreciation in the high tech society to enrich student experiences and the curriculum. (II-MEDIA CURRIC.)

4. Continue efforts to integrate and apply computer technology for improved delivery of instruction. (III-INSTRC. COMPUTING; VII-K-12 CURRIC.)

5. Determine the role and cost effectiveness of on-line information retrieval for students. (II-MEDIA CURRIC.; IV-INSTR. COMPUTING)

6. Pilot an automated circulation and inventory control system. (IV-MEDIA MGMT.)

7. Explore full utilization of the cable communications system, especially the institutional network. (III-ED. CABLE)

MEDIA PROGRAM OBJECTIVES 1986-87

1. Establish a K-12 reading incentive & visiting author program.
2. Assist teachers with realistic integration of computer software into their curriculum.
3. Continue upgrading reference collections, especially secondary.
4. Evaluate & select materials to support the K-12 media curriculum.
5. Continue implementation plan to provide adequate video resources.
6. Explore linking schools & public libraries via the cable I-Net.
7. Install and operationalize a satellite receiving link.

MEDIA PROGRAM OBJECTIVES 1987-88

1. Continue to seek funding support for a coordinated reading program, including visiting authors
2. Seek ways to stabilize building level library/media budgets and equity of resources for students
3. Continue the integration of computer software and I-TV programs into the curriculum
4. Investigate the instructional value of video disc technology
5. Explore instructional uses for the cable I-NET
6. Conduct a comprehensive evaluation of district level media services
7. Secure funding for the Birmingham Integrated Telecommunications System (voice and data on cable)

∞∞∞∞∞∞∞∞∞∞∞∞LONG RANGE GOALS 1985-90∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞

I. Raise K-12 staff awareness of the potential for INTERACTIVE LEARNING with technology.

II. Promote CRITICAL VIEWING SKILLS and use of relevant materials/ methods through I-TV.

III. Stimulate renewed student & teacher interest in LITERATURE AND READING as a leisure time pursuit.

IV. Provide adequate resources and support for EFFECTIVE USE OF TECHNOLOGY at all grade levels.

V. Support computerized information retrieval and ELECTRONIC COMMUNICATIONS for students & staff.

VI. Coordinate effective use of the two-way cable INSTUTITIONAL NETWORK.

VII. Support the INTEGRATION OF COMPUTER TECHNOLOGY into the K-12 curriculum.

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